

# Kentucky Teacher

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News for the Nation's Most Innovative Educators

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## Spring testing window will change in 2005

By Lisa Gross

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The 2005 spring testing window for the Commonwealth Accountability Testing System (CATS) will be moved to help Kentucky comply with the reporting requirements of the federal No Child Left Behind (NCLB) Act. The Kentucky Board of Education agreed at its December meeting to move the current testing window back one week into the school year, beginning in the spring of 2005. Testing will not occur earlier than April 1, 2005.

Moving the testing window to earlier in the year will enable the state to comply with NCLB requirements that information about school and district test scores be provided prior to the start of the school year. The goal is to provide that information by at least Aug. 1 of each year.

For the spring 2004 test administration, school districts may schedule testing during any consecutive two-week period from April 26 through May 21.

The board approved the revision of five regulations to merge state and federal assessment and

accountability requirements. Those regulations affect assessment and accountability issues (703 KAR 5:001), the formula for determining school accountability (703 KAR 5:020), assistance for schools; guidelines for scholastic audit (703 KAR 5:120), procedures for the inclusion of special populations (703 KAR 5:070) and school district accountability (703 KAR 5:130).

Major items in those regulations include:

- defining "full academic year" for testing and accountability purposes as

100 nonconsecutive instructional days

- using graduation rates for federal accountability purposes but not for state accountability purposes
- defining "good faith effort" in describing student attempts to respond to assessments

The board also approved a new regulation, 703 KAR 5:160, which formalizes current administrative procedures related to CATS.

The board discussed recent data from the 2003 Youth Risk Behavior Survey and the status of Coordinated School Health

See **TESTING** on page 9

## Virginia Fox leads Education Cabinet

Virginia Fox, former executive director and CEO of Kentucky Educational Television, is leading a newly formed Education Cabinet. The cabinet contains state agencies that administer the work of Kentucky's public elementary and secondary schools, colleges and universi-

ties, and adult education and training programs.

Gov. Ernie Fletcher announced eight new cabinets in mid-December as part of his efforts to streamline state government. The Kentucky Department of Education, the Workforce Devel-

See **VIRGINIA** on page 9

## 702 schools make their AYP goals

By Lisa Gross

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Slightly more than 60 percent of Kentucky's public schools made Adequate Yearly Progress (AYP) under the requirements of the federal No Child Left Behind (NCLB) Act. The Kentucky Department of Education released the AYP results for Kentucky schools and districts in November.

In Kentucky, 702 public schools met 100 percent of their NCLB goals for AYP, while 470 schools did not. Those 470 schools may be subject to federal consequences in 2004, depending on their performance.

Currently, 25 Kentucky schools are implementing the second tier of consequences under NCLB, which include offering school choice, revising their school improvement plans and offering supplemental services.

"The AYP provisions of NCLB are complicated," said Kentucky Education Commissioner Gene Wilhoit. "Some schools met or exceeded their AYP targets. Some schools came very close



Photo by Rick McComb

Trevor McGill, a primary student at T.C. Cherry Elementary, writes in his journal about his holiday favorites. T.C. Cherry is the only Kentucky public school to be named a No Child Left Behind Blue Ribbon School by the U.S. Department of Education. The Bowling Green Independent school met all its NCLB goals for AYP in 2003.

and met most of their goals. Some fell far short.

"Reporting achievement by student groups has been an eye-opening experience for many people. But, the focus on achievement levels among different groups of students will help our educators provide immediate attention to those students who aren't performing at high levels."

School districts also are held to the requirements of AYP under NCLB. Fifty-five of Kentucky's 176 school districts -

31.4 percent - met 100 percent of their target goals. For NCLB requirements, school districts are gauged on the total student population. This can mean that, even if every school within a district makes AYP, the district may not because of the total size of subpopulations and their performance.

Kentucky used data from the 2002 and 2003 administration of the Commonwealth Accountability Testing System (CATS)

See **AYP** on page 10

## Kenton County academy sharpens teachers' skills

By Joy Barr

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More than 500 Kenton County teachers took on the role of students for three days at the beginning of this school year to sharpen and expand their instruction skills. Teachers and other school personnel participated in a district-wide Professional Growth Academy to gain the newest instructional tools and strategies available to take straight into their classrooms. The academy also served as a networking opportunity that fostered collegiality and collaboration.

The idea for this consolidated professional development effort came about when Earl Hughes, Kenton County's director of elementary education, discovered the challenges teachers faced in finding quality professional development that fit their summer schedules. Kenton County administrators decided a district training event would be

a more efficient use of people, time and money.

See **KENTON** on page 9

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# Bulletin Board



## Conference Connection

### Middle school

"Examining Student Work to Improve Achievement," a workshop designed for middle school teachers and leaders, is scheduled for Jan. 11-13, 2004, in Lexington. It is co-sponsored by the National Middle Schools Association and Measured Progress.

Contact: Fran Salyers, KMSA executive director, [fran@ure.net](mailto:fran@ure.net)

### Language arts

The annual conference of the Kentucky Council of Teachers of English/Language Arts will be Feb. 6-7, 2004, in Louisville.

On the Web: [www.kcte.org](http://www.kcte.org)

### Crafts seminar

Teachers can learn how to integrate hands-on craft activities with arts and humanities, social studies, practical living and language arts core content at "Kentucky Crafted: The Market" Feb. 27, 2004, in Louisville.

On the Web: [www.artscouncil.ky.gov](http://www.artscouncil.ky.gov)

Contact: Judy Sizemore, (606) 364-5831, [circuit@prtnet.org](mailto:circuit@prtnet.org)

### Creative writing

A creative writing workshop, featuring Kentucky poet Frank X. Walker, and other speakers will be March 26, 2004, at Georgetown College. This one-day professional development event for teachers also will provide sessions on addressing religious expression in public schools.

On the Web: <http://spider.georgetowncollege.edu/recess>

Contact: Donna Forman, (502) 863-8390

## Events

### City Government Month

City Government Month is January 2004. Teachers can download "A Teacher's Guide to Local Government in Kentucky," prepared by the Kentucky League of Cities, to help students learn more about local government.

On the Web: [www.klc.org/actioncalendar/calendar-detail.asp?id=688](http://www.klc.org/actioncalendar/calendar-detail.asp?id=688)

### Counseling Week

Feb. 3-7, 2004, is Kentucky Counseling Week. The celebration recognizes the integral part school counselors play in helping students be successful in school, according to Dianne Crouch, president of the Kentucky School Counselor Associa-

tion and a counselor at Tates Creek High School (Fayette County).

On the Web: [www.kyschoolcounselor.org](http://www.kyschoolcounselor.org)

### Teachers Hall of Fame

Current or retired teachers who have at least 20 years of full-time classroom teaching experience in pre-K through high school may be nominated for the National Teachers Hall of Fame. Nomination deadline is Jan. 6, 2004.

On the Web: [www.nthf.org/nominate.htm](http://www.nthf.org/nominate.htm)

### Toyota Teacher Program

The Toyota International Teacher Program will select 50 teachers in seven states, including Kentucky, to tour Japan June 16-July 3, 2004, to learn about the country's history, education, environment and technology and how they affect industry and society. Application deadline is Jan. 12, 2004.

On the Web: [www.iie.org/programs/toyota](http://www.iie.org/programs/toyota)

### National archery tournament

Students and teachers from schools participating in the National Archery in the Schools program (See *Kentucky Teacher*, May 2003) will compete March 18, 2004, in Louisville.

Teachers may register student competitors online: [www.nfaa-archery.org/](http://www.nfaa-archery.org/) until Feb. 1, 2004.

### Thoroughbred Center

The Thoroughbred Center in Lexington announces upcoming performances for school groups:

"Romeo & Juliet" — Jan. 29 at 10:30 a.m.; tickets are \$8.

"Alice in Wonderland" — Feb. 12 and 13 at 10 a.m. and noon; tickets are \$4.50.

"Bravo! Amelia Bedelia & Other Stories" — March 11 and 12 at 10 a.m. and noon; tickets are \$4.50.

On the Web: [www.TheThoroughbredCenter.com/theatre](http://www.TheThoroughbredCenter.com/theatre)

Contact: Stacy Thurman, (859) 293-1853, [sthurman@thethoroughbredcenter.com](mailto:sthurman@thethoroughbredcenter.com)

### Stage One

"The Legend of Darley," the story of a unicorn born without a horn, is a Stage One: Louisville Children's Theatre offering for preschool through 3rd-grade students Feb. 2-27, 2004, at the Kentucky Derby Museum.

On the Web: [www.stageone.org](http://www.stageone.org) and click on "03-04 Season" at the top of the page.

Box Office: (800) 989-5946

### Photo-essay contest

Kentucky students at all grade levels may enter "Historic Places at a Crossroads," a photo and essay competition sponsored by the Kentucky Heritage Council and Preservation Kentucky Inc.

On the Web: [www.preservationkentucky.org/](http://www.preservationkentucky.org/)

Contact: Becky Shipp, (502) 564-7005, [Becky.Shipp@ky.gov](mailto:Becky.Shipp@ky.gov)

### Writing contest

Students in grades K-12 may enter a writing contest sponsored by the Kentucky Association of School Administrators. This year's contest encourages students to write about a teacher, mentor or role model in a public school.

On the Web: [www.kasa.org/](http://www.kasa.org/)

Contact: Cheryl Shrewsbury, Ohio County Schools, (270) 274-3462, [cshrews@ohio.k12.ky.us](mailto:cshrews@ohio.k12.ky.us)

### State park discounts

Active and retired public employees, including teachers, administrators and school employees, qualify for special discounts on accommodations at Kentucky Resort Parks. Offer ends April 1, 2004.

On the Web: [www.kystateparks.com/com-connect03.htm](http://www.kystateparks.com/com-connect03.htm)

## Resources

### KEA teacher scholarships

The Kentucky Education Association grants \$200 scholarships to certified Kentucky teachers who are working toward a master's degree or Rank 1. Applications must be postmarked by Feb. 1, 2004.

On the Web: [www.kea.org/hotTopic/index.cfm?hottopic\\_id=215](http://www.kea.org/hotTopic/index.cfm?hottopic_id=215)

### Arts grants

Jan. 2, 2004, is the deadline for submitting the required Intent to Apply form for the Kentucky Arts Council's Teacher Initiated Program for fall 2004. Applications are due Feb. 1, 2004.

On the Web: [http://artscouncil.ky.gov/guide/prog6/tip\\_guid.htm](http://artscouncil.ky.gov/guide/prog6/tip_guid.htm) for grant guidelines.

Contact: John S. Benjamin, arts education program director, (888) 833-2787, Ext. 4813, [john.benjamin@ky.gov](mailto:john.benjamin@ky.gov)

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# Commissioner's Comments

## New leadership faces new challenges

By Gene Wilhoit, Commissioner  
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A new year begins, a new governor leads our state and a new legislative session convenes. Although this scenario has been played out many times in Kentucky history, this year will be somewhat unique. This new governor and the 2004 Legislature will face some of the most difficult challenges in recent history. How do we as a Commonwealth continue to build our educational infrastructure in the face of most difficult economic conditions?

In 1990, the General Assembly enacted historic legislation to improve Kentucky schools. The framers of education reform knew that for this state to be competitive in the 21st century, Kentuckians would have to be better educated, technology savvy and equipped with skills to compete for the jobs of the New Economy.

Kentucky legislators made a big financial investment to fund those much-needed changes for our children. As a result, our schools today no longer rank near the bottom of all states in many important education measures.

Kentucky's investment in education is paying off. Our schools have moved near the middle of those national rankings, and our expectations are that they continue moving toward the top of those lists.

At the same time school achievement has been rising, state spending on education has not. In 1994, 48 percent of the state's General Fund went to education. Funding had dropped to 41.2 percent in 2002. The state's per-pupil funding has increased since 1991, but state funding has not kept pace with inflation. Kentucky's competitiveness in teacher salaries, as compared to other states, also is slipping.

As you read this column, the most challenging 2004 legislative session has just begun. The Kentucky Board of Education has a relatively short agenda to address policy issues this session. With only a handful of policy issues, the board can spend more time as advocates for your schools and districts with the General Assembly. The 11 board members and I will be working alongside superintendents and representatives of education groups like Partners for Kentucky's Future to keep school funding issues in front of legislators' eyes and on their minds.

The board is submitting a budget that calls for a \$1 billion increase in school funding over the next two years. This is a lot of money. However, half of the requested new money is required by state law or is a necessary education expense. The board has no control over these new costs:

- A 5 percent salary increase for teachers that is provided by legislature

- Retirement expenses associated with the salary increase

- Double-digit increases for employee health insurance expected over the next two years

- Equal access to education opportunities for students who are in custody of the state

- Salary supplements for the increasing number of teachers who receive National Board certification.

If the legislature chooses to fund these worthwhile and necessary programs, it will cost the state millions of dollars.

The board has identified four priorities for funding to schools and districts. More money in the budget is being requested to:

- Increase the basic funding formula by 2% so that districts can support classified employees and meet the rising costs of operations and maintenance

- Restore the money for textbooks and school rewards that were deleted from the last budget

- Fund the preschool program to ensure all students entitled to the program are supported by the state

- Provide state funding for full-day kindergarten

Additionally, the board is requesting money that will provide funds for technology, better serve students with limited English proficiency and furnish instructional facilitators to work on improving instruction at school.

These program needs will cost millions, but they are not outlandish requests.

There is gubernatorial and legislative support in Kentucky for education funding. Legislators from every region of the state realize the importance of providing adequate financial support to your schools to make certain that every child has the assistance and opportunities to reach proficiency by 2014. Their challenge will be to find the resources to materialize their will.

I hope you will take time to learn more about our school-funding dilemma, and I hope you will support our policymakers as they wrestle with these most difficult issues. More than any other segment of the education community, teachers know what it will mean to school and student achievement if we do not keep our com-

mitments to current programs and create new ones. Moreover, you know what will happen to student progress if valuable resources are eliminated from the state education budget.

You have classroom-based success stories about our children and how state-supported programs are allowing you to provide the assistance your children need to make steady academic progress. Share what you see in your classrooms and schools with lawmakers so that they can better understand the need to protect Kentucky's investment in public schools through adequate funding of teaching and learning. They will appreciate it. And our children depend on it.

To find out how to contact your legislator, go to the Legislative Research Commission's Web site at [www.lrc.state.ky.us/](http://www.lrc.state.ky.us/) and click on "Who's Who." The site offers mailing addresses, toll-free phone numbers and e-mail contact information for every member of the legislature.

To comment on this topic, phone the commissioner at (502) 564-3141 or send e-mail to [gwilhoit@kde.state.ky.us](mailto:gwilhoit@kde.state.ky.us)



Photo by Rick McComb

### *Magnetic attraction*

Madison Eberly, a student at Anne Mason Elementary School in Scott County, explains to Education Commissioner Gene Wilhoit how magnets attract and repel each other after making the discovery in her science class.



# Students climb walls to build skills, confidence

By Cathy Lindsey  
clindsey@kde.state.ky.us

Walk into the gymnasium at Collins Lane Elementary in Franklin County, and it's perfectly clear, this isn't your mother's gym class. No more climbing a 30-foot rope. Instead, physical education teacher Daniel Hill's students are traversing a rock-climbing wall.

Billed as "the new P.E.," Hill's gym class has come a long way from running laps and doing pushups. The new P.E. is not about strenuous calisthenics or even extra playtime. It is about the fitness and health of students. It is about providing students with the knowledge, skills and confidence necessary to lead a physically active lifestyle.

"My teaching approach moves away from competitiveness to focus more on skill acquisition, the components of movement and the benefits of exercise," he said.

According to Hill, the rock wall is not only something new and exciting for his students. It also improves cardiovascular endurance, muscular strength, and endurance and flexibility in a non-competitive environment.

Focusing on individual success, the students also may develop life skills of patience, perseverance, overcoming obstacles and trust, he explained.

"The wall is an indicator of how the 'gym mentality' is evolving into teaching students the importance of a physically active lifestyle through a positive physical education," Hill said.

Kentucky Department of Education health and physical education consultant Connie Shackelford is optimistic about this change. As a component of the Coordinated School Health model, physical education should provide planned, sequential instruction that promotes life-long physical activity, she said.

"Physical activity has a positive effect on physical, mental, social and emotional

wellness," Shackelford said. "Healthy, fit children are optimal learners."

A study conducted in 2002 by the California Department of Education shows a distinct relationship between academic achievement and the physical fitness of California's public school students. Action for Healthy Kids, a nationwide initiative to improve the health and education performance of children, reports that, "nearly 200 studies on the effect of exercise on cognitive functioning suggest that physical activity supports learning."

No federal law requires physical education in the public school curriculum. However, Kentucky is one of only a few states that include health and P.E. in state assessments.

Still, Hill would like to see more time allowed for physical activities. Spending less than an hour per week with each of his students falls short of the 30 minutes of daily activity suggested by the American Heart Association and the Kentucky Association of Health, Physical Education Recreation and Dance.

"P.E. (class) is not meeting their physical activity requirement in any way," the educator said.

With national attention on obesity and its economic effect on healthcare costs, Shackelford, the education department consultant, emphasizes the importance of daily physical activity among students.

"The department is in the process of identifying schools that are providing physical activity on days the students do not have P.E. and will be developing a summer 2004 training for teams of primary teachers," she said. "Teams will include P.E. teachers whose role will be to support and facilitate that daily physical activity."

The department also is making strides in promoting "the new P.E." Interdisciplinary collaboration among content teachers and postsecondary educators will better prepare and inform all teach-



Eleven-year-old Jordan Barrass focuses on the challenge ahead as he scales a rock wall in Daniel Hill's physical education class.

ers that while P.E. is not as heavily weighted in the Kentucky Core Content Tests as other content areas, its results may benefit a student's overall academic achievement.

The National Association for Sport and Physical Education reports that children who engage in daily physical education exhibit better attendance, a more positive attitude toward school and superior academic performance.

"For the most part, we are making good strides on test questions and concepts, but we have little time to implement that knowledge," Shackelford said.

For now, Hill and Shackelford encourage parents to supplement their children's physical activity at home to enhance their fitness levels. Hill also offers tips and information on the school's P.E. Web site at [www.franklin.k12.ky.us/cls/PE.htm](http://www.franklin.k12.ky.us/cls/PE.htm).

"There is such a sense of urgency about health when children are born," Shackelford said. "I don't understand why that concern should dissipate as children get older."

Contact: Daniel Hill, (502) 875-8410, [dhill@franklin.k12.ky.us](mailto:dhill@franklin.k12.ky.us) or Connie Shackelford, (502) 564-2106, [cshackel@kde.state.ky.us](mailto:cshackel@kde.state.ky.us)



## Talk to Us!

*Kentucky Teacher* wants to know what you think, what you need from the Department of Education, and what you want to see in future issues.

**E-mail:** [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us)

**Phone:** (502) 564-3421 or (800) 533-5372 (toll free in Kentucky)

**Fax:** (502) 564-6470

**Write:** Kentucky Teacher  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601

"The 2003 Kentucky Youth Risk Behavior Survey" shows that 35 percent of the Kentucky high school students surveyed attended physical education classes during an average week. The survey is available at [www.uky.edu/RGS/PreventionResearch/yrbs2003/](http://www.uky.edu/RGS/PreventionResearch/yrbs2003/) on the Internet.



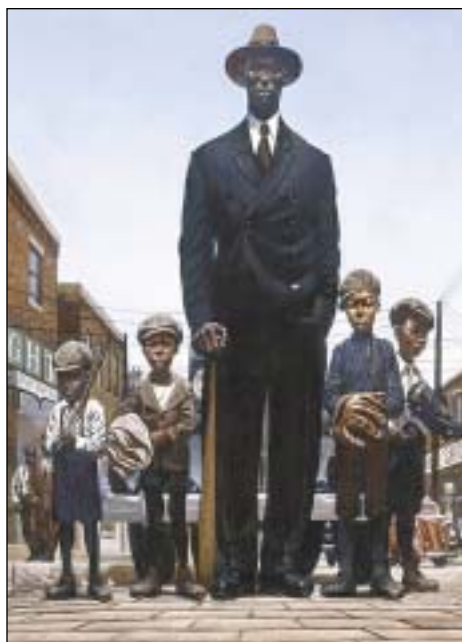
## Baseball offers Black History Month lessons

"MVP: The Jackie Robinson Story," a tribute to one of America's greatest athletes, opens the Stage One performances for 2004. Performances for school groups will be at 10 a.m. and noon Jan. 20 - Feb. 27 at the Kentucky Center Bomhard Theater in Louisville. The play is appropriate for students in grades 5-12.

This chronicle of Robinson's trials and tribulations as he sought to play major league baseball examines the 1940s attitude toward race and prejudice, offering students insight to the battles faced by African Americans. Students will see Robinson's life — as a taunted and tormented young boy until he stands up for himself as an adult and will not allow himself to be dismissed because of the color of his skin.

Lesson plans and activities help students explore the deeper meanings associated with the production. In a lesson called "In My Shoes," students use reading, writing and the examination of history to answer questions about Robinson's struggles.

All lesson plans are tied to Kentucky core content and can be viewed at [www.stageone.org](http://www.stageone.org). For assistance regarding Stage One educational programs, contact Andrew Harris, educa-



An exhibit at the Louisville Slugger Museum showcases art inspired by Negro Leagues Baseball.

tion director, at (502) 562-0886.

Wait, there's more! Stage One has partnered with The Louisville Slugger Museum, allowing teachers and students to take their Stage One field trips one step further. The museum will provide special rates and tours for school groups to the exhibit "Shades of Greatness: Art Inspired by Negro Leagues Baseball," which opens Jan. 17.

The exhibit showcases a professional art exhibition inspired by Negro Leagues Baseball. Call toll-free (877) 775-8443 or e-mail [elizabeth.barton@slugger.com](mailto:elizabeth.barton@slugger.com) to book group tours.

## Newspapers connect students to their world

Newspapers throughout Kentucky offer teachers low-cost subscriptions and access to related curricular materials to help students learn about their world through the Newspaper in Education (NIE) program.

In addition, many Kentucky daily and weekly papers offer extra resource materials for teachers. Subscription rates and charges for classroom materials vary by newspaper.

For example, The Lexington Herald-Leader has a special Newspaper in Education offer beginning in January 2004. Teachers can receive 10 to 50 free copies of the Sunday newspaper plus a teaching guide. Sign-up deadline is Feb. 20, 2004.

Teachers in schools outside the Herald-Leader's delivery area should contact the daily or weekly paper in their area to see if the paper offers NIE programs.

For the past three years, newspapers across the state have printed a chapter book (in weekly installments) for teachers to incorporate in their classroom instruction.

The Herald-Leader's NIE program also

prints special student supplements. The 2004 supplements include:

- "Changing Face of America" — Students in grades 6-12 learn about minority cultures and how they influence American society. Order deadline is Jan. 27.
- "Basketball Mania" — Students in grade 4-8 use their mathematics and geography skills in following college basketball.
- "Law Day" — Students in grades 6-12 learn about the legal system.
- "Read Well, Write Well" — Students in third-year primary-5th grade and their parents work together on reading and writing skills. Order deadline is April 27.

The Lexington Herald-Leader offers free professional development workshops that provide activities and information for teachers on using the daily newspaper in content areas. For more information, visit [www.nieconnects.com](http://www.nieconnects.com) or contact Kriss Johnson by e-mail at [kjohnson1@herald-leader.com](mailto:kjohnson1@herald-leader.com) or by phone toll free at (800) 274-7355, Ext. 3353.

## 'The Mad Hatter' seeks literary submissions

"The Mad Hatter," a journal of student creativity produced by Hopkins County Schools' Gifted and Talented Program, is seeking original student writing, black/white photography and art from across the country. Students in grades 6-12 are eligible to submit work for consideration in the publication.

The publication highlights distinguished student work. Contributors failing to meet criteria for publication are notified with specific comments about

their art or their writing. The deadline for submissions is February 2004.

Teachers in other school districts interested in collaboration may contact Wayne Larkins, Gifted and Talented program director, at [wlarkins@hopkins.k12.ky.us](mailto:wlarkins@hopkins.k12.ky.us) or resource teacher Ron Watson at [rwatson@hopkins.k12.ky.us](mailto:rwatson@hopkins.k12.ky.us) for more information. Their phone number is (270) 825-6000.

On the Web: [www.hopkins.k12.ky.us/gifted/mad\\_hatter.htm](http://www.hopkins.k12.ky.us/gifted/mad_hatter.htm)

## KDE Web site recognized

The Education Commission of the States, a nonprofit, nonpartisan organization involving key leaders from all levels of the education system, has ranked the Kentucky Department of Education's Web site as one of the six top education department sites in the nation. The recognition comes as the department's Web structure ([www.education.ky.gov](http://www.education.ky.gov)) approaches its

first anniversary.

The Education Commission of the States based its ratings on quality and quantity of information, user friendliness and direct access to pertinent information.

Also rated as Tier 1 — the highest ranking — are the Web sites for the education departments in California, Colorado, Delaware, Michigan and Vermont.

## Speed Museum offers posters and teacher PD

The Speed Museum is offering posters and professional development to help teachers incorporate a variety of artwork from the museum's permanent collection in arts and humanities curricula. Two posters feature eight works created in different media and different time periods.

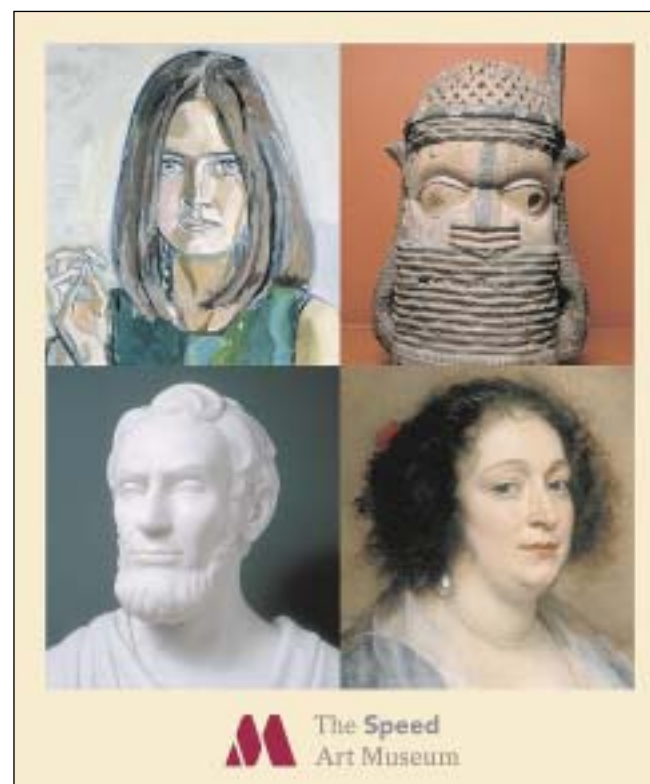
The free professional development session, titled "Portraits at the Speed: Writing about the Elements and the Principles of Design," focuses on teaching ideas for using the posters for instruction. The session is scheduled from 5 p.m. to 8 p.m. on Jan. 29, 2004, at the museum in Louisville.

One side of each poster features four works. The other side gives general information about the museum and contact information for its educational resources.

The posters can be used whether or not students have toured the museum. Teaching ideas — from writing riddles to holding art auctions to creating short dramas — can be

accessed at [www.speedmuseum.org](http://www.speedmuseum.org) on the Internet.

To register for the Jan. 29 professional development session, teachers can call (502) 634-2734. Teachers can send an e-mail request that includes their name and mailing address to [tours@speedmuseum.org](mailto:tours@speedmuseum.org) to receive a free set of the posters.



The Speed Art Museum

# Read & Discuss

## Taming the Standards: a commonsense approach to higher student achievement, K-12

Reviewed by Jeremy Brown  
Hardin County Schools

It is rare for Kentucky educators to find a professional book that is grounded in the work of Kentucky teachers, but Janet Hurt's new book, "Taming the Standards" has a definite Kentucky slant. Hurt states that the hot fire of high-stakes accountability in this state put her on the trail that led to discoveries for increasing student achievement.

The author is a former Kentucky teacher and principal. She currently serves as an associate superintendent for curriculum and instruction in Logan County.

During her career in education she searched across the country for answers in designing an aligned curriculum system that includes a conceptual thread for integration.

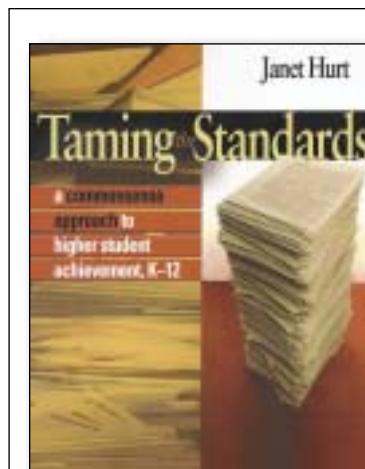
Hurt outlines a step-by-step process for examining standards, identifying higher levels of learning embedded within

and beyond, and creating a standards-based unit based on a learning cycle that includes what we know about how students learn. Additionally, she challenges the status quo of curriculum mapping.

Although the book is relatively short, it is loaded with good advice that inspires educators to reflect upon their own practices and to reexamine existing alignment.

In a professional, yet personal manner, Hurt guides readers through the process:

- examining standards, identifying conceptual threads
- selecting appropriate topics
- bundling and cross bundling
- creating a unit focus
- hooking students with umbrella and essential questions designed to pique the students' interest
- overlaying it on a learning cycle called a skeleton unit and learning links



**By Janet Hurt**

Softcover, 118 pages; Heinemann;  
2003; ISBN 0-325-005921-3

*Author Janet Hurt, associate superintendent for curriculum and instruction in Logan County, is a featured presenter at the 2004 Kentucky Teaching and Learning Conference (KTLC), March 4-6 in Louisville. She will discuss her book and how to apply its practical guides to curriculum alignment at your school during a 2.5 hour session. Registration information for KTLC and workshops can be found in the brochure inserted in this issue of Kentucky Teacher or go to [www.kytlc.org](http://www.kytlc.org) to register online.*

Interestingly enough, Hurt views curriculum mapping as a by-product of aligning curriculum rather than the end product. Again, that makes good sense. She argues that too many schools view mapping as the final product when it is really a "pit stop" on the road to alignment.

Be warned that you will be tempted to throw out your cur-

rent curriculum map and begin again — even though she does not advocate that.

The processes in Hurt's book are very practical, yet effective. To my knowledge, no other book offers assistance in systematically aligning curriculum. Kentucky teachers' work samples are scattered throughout, and "Pitfalls to Avoid" close each chapter.

Hurt's book is a gift to teachers creating a standards-based curriculum alignment and for facilitators leading that process.

Working through this process taught me that addressing standards is different than completing a mandatory checklist and that they are not an educational dogma necessary to legally define "education." Rather, curriculum alignment is more like planning a trip. You identify the destination, select the best route, include the points-of-interest along the way and marvel at the trip when you arrive.

I have learned that standards are not arbitrary, but rather a destination of content. To quote Lewis Carroll's "Alice in Wonderland,"

"Alice: Which way should I go?"

Cheshire Cat: That depends on where you are going.

Alice: I don't know where I am going.

Cheshire Cat: Then it doesn't matter which way you go."

This book is an excellent tool for administrators, teachers of all grades and curriculum coordinators. It is practical for individual reading or for professional development activities.

The word commonsense in the title speaks for itself, and like most things that are common sense, you will find yourself saying, "Why didn't I think of this?"

*Reviewer Jeremy Brown is a science teacher at North Hardin High School (Hardin County).*



Photo by Rick McComb

### *Teaching, learning and then some*

At the annual Kentucky Teaching and Learning Conference (KTLC), students and teachers from the state's public and nonpublic schools get the opportunity to explore the latest in computer hardware and software. Here, a 6th-grader from St. Bartholomew Elementary School in Jefferson County helps a teacher from Taylor County discover the uses of a pocket PC during KTLC 2003.

## Read any good books lately?

To recommend a book, article, software or Web site to other educators, send your review by e-mail to [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us) or by postal mail to Kentucky Teacher, Kentucky Department of Education, 500 Mero St., Frankfort, KY 40601.



# Trading places:

## Ecuadorian students share culture in Menifee County

By Joy Barr

jbarr@kde.state.ky.us

Introducing a new culture to students and staff at Menifee County High last fall became a community event and more than just a school-sponsored project. People in this eastern Kentucky county opened their homes to young people from South America, and schools throughout the district participated in cultural exchange activities.

Six students and an adviser from Ecuador left their families and friends last September for a two-week visit in Menifee County. The students attended Menifee County High School to share their culture and to learn about life in Kentucky. The Ecuadorians stayed with host families within the community — even families without children at the high school.

The exchange program began through the efforts of Randy Barrette, foreign languages teacher at Menifee County. The program was designed to give his Spanish classes an increased understanding and appreciation for the culture and language they are studying.

"It is important for our students to be exposed to cultures from outside Kentucky, to help them realize that there are differences, but also similarities," said Barrette.

According to Barrette, there are more than 11 distinct cultures in the compact and impoverished country of Ecuador. Mostly Incas and Mayas make up the indigenous population. Quiché is their official language.

The exchange students attended different schools in Ecuador and did not know each other before coming to Menifee County. The trip gave them insight into people in their own country as well as about Kentuckians.

Charles Mitchell, superintendent of Menifee County Schools, was pleased with the community response to the Ecuadorian students. "We are a small community, and this was a great experience for us," said Mitchell.

"I especially am glad that Randy Barrette has developed this partnership program and hope it continues to grow in our community. We are fortun-

nate to have teachers in our schools who look for opportunities for cultural awareness," Mitchell added. Future exchange programs in the district will depend on available funding.

During the students' visit, Bambuco, a marimba band from Ecuador, performed in an arts and humanities assembly. Barrette arranged the concert through Kay Roberts of the Kentucky-Ecuador Partners Program. Students from throughout the district came to the high school to hear the band.

"I believe this was the first district-wide school assembly we have ever had," said Superintendent Mitchell. At the assembly, the Ecuadorian students displayed crafts and other items to share the culture of their country with many Menifee County students.

"This was a good experience for our students, our school and our community. The opportunity to learn about the similarities and differences of young people from other cultures makes the partnership memorable," said Elaine Brown, principal at Menifee County High.

Many organizations and individuals helped get the students to Menifee County. The Ecuadorian students were represented by the Foundation for Peace and Welfare, an Ecuadorian agency that provided financial assistance. Barrette worked with Collette Christian, cultural affairs officer at the U.S. Embassy in Ecuador, to arrange the exchange and secure partial funding for the Ecuadorian students from the U.S. State Department. Blanca Vega, a lawyer in Ecuador, served as the group's adviser.

The Ecuadorians shadowed their host students, following their daily class schedules. Additionally, the Spanish class and Ecuadorian students took field trips to statewide attractions such as the Kentucky Horse Park and Shaker Village. Host families entertained the Ecuadorian students on weekends with events such as family pic-

nics at Natural Bridge and typical teen activities like riding all-terrain vehicles.

Dana Thomas, director of pupil personnel for the district, was a parent host. Achic Sisa Castro de la Torre stayed with Thomas' daughter, Whitney. A sophomore, Whitney was nervous about the language barrier but found it easy to communicate with Achic.

"This was one of the best experiences we have had as a family. I'm not sure whether we learned more from Achic or whether she did from us. She was so eager to learn and respectful of others," said Dana Thomas.

Achic liked to do things for her host family. One night she prepared dinner for them using recipes from her family. She also likes to dance and play soccer.

"She works very hard and writes a lot. She takes her studies very seriously. My whole family enjoyed Achic and wants to see her again. I hope that I can stay with Achic when we visit there," said Whitney.

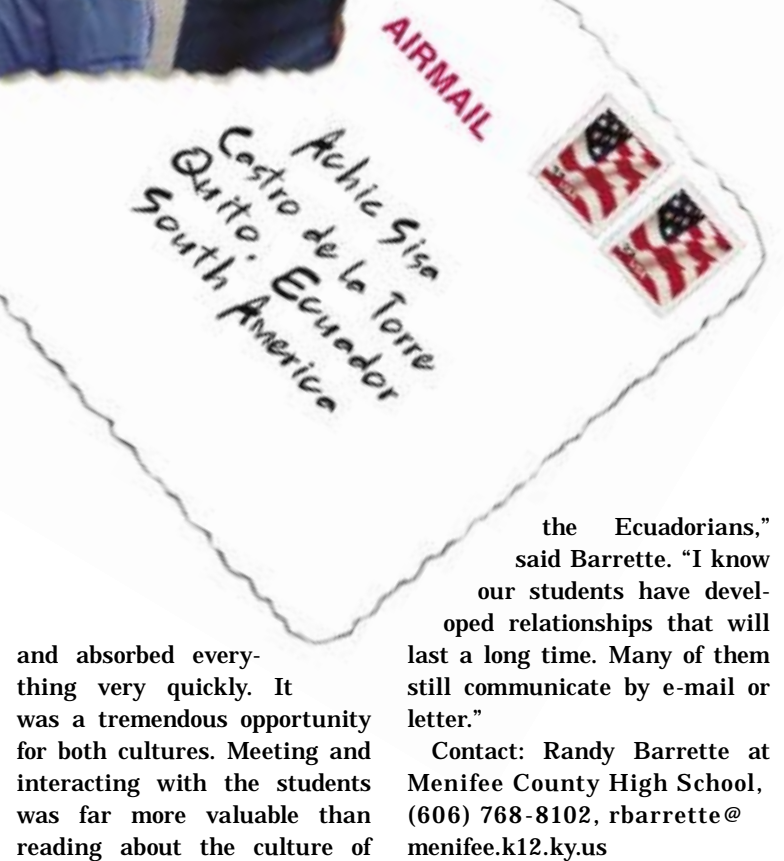
Amber Spencer, a senior, felt the experience was good for everyone at the school. Both groups of students kept journals about their experiences and read them in class. "They were very kind and mannerly, much more than we are," observed Amber.

"The young people from Ecuador were very intelligent and conscientious. They were very eager to learn about Kentucky



Brittany Bowman, Janeth Sarmiento Sucuzhagnay, Maria Paulina Maldonado Amaguana and Nikky Murphy are all smiles during an exchange program activity last fall.

Photo submitted by Menifee County Schools



the Ecuadorians," said Barrette. "I know our students have developed relationships that will last a long time. Many of them still communicate by e-mail or letter."

Contact: Randy Barrette at Menifee County High School, (606) 768-8102, rbarrette@menifee.k12.ky.us

## Inside Kentucky Schools

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For program information, visit [www.education.ky.gov](http://www.education.ky.gov)





# Links to learning

## Graves County Schools tap Internet for classroom resources

By Paul Schaumburg  
Graves County Schools

The Internet has unlimited potential in education — if users can reach the information they're seeking. To overcome that barrier, the Graves County School District has linked every aspect of its curriculum to the World Wide Web.

"Through our Leadership Team of teachers and administrators — and our early-release Wednesdays with all teachers — we've been aligning our curriculum for more than a year," said Tommy Scott, the district's secondary instructional supervisor.

"Our curriculum alignment makes sure all teachers do their parts in leading students toward the materials they need to learn," said elementary instructional supervisor Janice Kendall. "The real innovation here is that our Internet links provide the latest, updated material available on the World Wide Web."

The district is the first in the country to contract with KentuckyLearns.com to customize Internet links to its curriculum. The company regularly checks and updates the curriculum links to respond to Graves County's curriculum needs.

"Another great thing is that the resources are available to students and

parents at home," Scott said. "(They can) go online to the Graves County Schools' Web site ([www.graves.k12.ky.us](http://www.graves.k12.ky.us)) and click on 'P-12 Curriculum Document.' Some sites are things students can use; others are specifically for teachers."

"As a 7th- and 8th-grade language arts teacher with three young children of my own, one of my most precious commodities is time," said Lee Ann Rodgers of Graves County Middle School. "The new curriculum document makes planning and implementing innovative lessons very time efficient. There are direct links to interactive Web sites with tutorials, games and virtual field trips. These resources can be used to enhance classroom instruction through group or individual projects. And, they're right at the push of only a few buttons."

High school art teacher Jack Goodwin discovered a site where students can

build 3-D sculptures. The virtual sculpting project has a couple of advantages, he said. With more students and tighter budgets, the site will save his department both money and storage space.

"On the first day I saw the new Web links, I found a lot of useful links that I plan to use in my classroom during the year," said Shay Brown, a Lowes Elementary teacher. "I can't count how many

hours I have spent looking for sites like these. The ones I have found on my own do not hold a candle to some of these."

To learn more about linking instruction and curriculum to Internet Web sites, contact Tommy Scott at (270) 674-1545 or Janice Kendall at (270) 328-1546. E-mail both via the KETS global list.

*(Paul Schaumburg is public relations director for Graves County School District.)*



Graves County Middle School teacher Lee Ann Rodgers shows students Tiffany Shaw, Aaron Thomas and Cody Tynes a Web site that provides additional resources for what they are studying in the classroom.

# Commentary / Teachers, what you do really matters!

By Paul Upchurch  
Superintendent, Elizabethtown  
Independent Schools

One of my favorite memories of being an elementary school principal is the sparkling eyes of young students, particularly those in kindergarten on the first day of school. One day after they had all arrived, it dawned on me that the school and the children would never be the same again. Their classroom experiences for the next 13 years would either mold them and prepare them to be proactive leaders who would seize opportunities or create passive spectators who watch the world go by.

Inside each child exists a hunger to explore, discover and investigate, and a thirst to learn new and exciting things. Is it possible to keep this energy and hunger for learning alive as we guide their development into powerful adults who can find their unique place in this world?

Do we believe that each child, regardless of circumstances or economic status, can learn and achieve at high levels if given encouragement, support and appropriate instructional experiences?

Can we help each one find success, some way, everyday? Is this possible without

lowering expectations for anyone?

Should failure for any student be an option?

Research overwhelmingly supports the notion that what teachers do with students strongly affects their success in school and in life. This is true for all students regardless of economic background and opportunity. Douglas Reeves, a renowned educator and researcher, completed a four-year study in 1998 titled, "90/90/90 Schools: A Case Study." The study can be downloaded from the Internet at [www.makingstandardswork.com](http://www.makingstandardswork.com). (Go to "Resource Center" to find the article.)

Reeves' study included 130,000 students from 228 schools across the U.S. Participating schools had to have 90 percent free- and reduced-lunch students and 90 percent minority students.

The study investigated the association between daily instructional practices in the classroom and academic achievement results. It also focused on whether or not minority students or students in poverty could achieve at very high levels.

The study showed that 90 percent of these students scored in the top 10 percent on their respective state exams.

These results confirm that when teachers engage students in "best practices" on a daily basis, students achieve at very high levels! The study also confirms the idea that a child's demographics do not determine his/her destiny, as many have claimed.

The following classroom instructional practices were common to each school in Reeves' study:

- A laser-like focus on student achievement
- Commitment to improve daily instruction for students
- Multiple opportunities for students to improve their learning
- Emphasis on writing and external scoring of writing
- Achievement data and student work displayed throughout the school
- Large portion of each day spent on reading, writing and mathematics
- Frequent assessment of student progress

The most common characteristic among schools in the study was the emphasis on requiring written responses in performance assessments. Scores in science and social studies improved greatly due to the focus on writing to demonstrate

understanding.

The Elizabethtown Board of Education and professional staff have delved deeply into the results of this study and have integrated these instructional practices into district professional development activities and each school's instructional program. Also, our commitment through our District Strategic Plan emphasizes helping all students be successful and achieve at high levels.

It is possible to sustain a passion for knowledge and understanding as we develop this innate joy for learning that all children possess. However, it will not happen by accident. It will require all educators, parents and community members to roll up our sleeves and work even harder.

We must stop looking for a "magic bullet" to teach students how to learn to read and how to build a firm foundation in mathematics. We must realize that computer programs and instructional support materials, although helpful, are cheap substitutes for our teachers.

The greatest learning occurs when students experience proven instructional practices in an environment where they are encouraged and expected to succeed.



## TESTING from Page 1

efforts. The board expressed concern over indications that students are not provided with opportunities for physical activity within the school day. The board agreed to disseminate a resolution encouraging schools to integrate physical activities for every student into the regular school day.

The board will revisit health and physical education issues in February.

The board also took the following actions:

- approved the 2004 Legislative Agenda and Biennial Budget Request
- approved the implementation of Kentucky Technology Standards for students

The board heard reports and had discussions on the following items:

- minority applicants for administrative and teaching positions in Kentucky's public schools
- a position paper on the state's assessment and accountability

system, developed by state school superintendents

- refocusing high school education pilot projects
- daytime Extended School Services programs
- Core Content for Assessment alignment with federal requirements
- status of the School Breakfast Program
- proposed changes to regulations affecting pupil attendance
- deficit and "watch list" school districts
- Kentucky High School Athletic Association (KHSAA) reports
- an update on the Kentucky School for the Deaf and Kentucky School for the Blind

The next meeting of the Kentucky Board of Education will be Feb. 11 and 12, 2004, in Frankfort. More information about the board is available at [www.education.ky.gov](http://www.education.ky.gov). Click on "Kentucky Board of Education" in the menu on the left side of the home page.

## KENTON from Page 1

"We're very serious about developing the learning of our teachers, principals and assistant principals. In order to make sure we're getting a consistent message out to our entire staff, the best way we found was to develop our own professional growth opportunities in house," said Susan Cook, superintendent.

Last spring, local principals assessed their staffs to identify areas of need and interest to help set the academy's agenda. The academy, held at a central location, offered nearly 100 selections from which participants could pick and choose. Topics ranged from using the latest technology tools for learning to teaching rigorous subject matter to diverse learners.

The academy's theme was rigor, respect and resilience:

- Academic rigor
- Respect for the profession and students
- Resiliency to think creatively and critically in any situation

The overall goal was to help teachers provide rigorous, challenging learning opportunities for all students.

Presenters came mainly from within the Kenton County school district. They drew on their own expertise within the district, which encouraged networking, camaraderie and building a support system.

"There are teachers in Kenton County who do such wonderful things that we needed an outlet to share them with other teachers," said Cook. "I'm just so proud of my staff at the district level as well as the building level. Our teachers and instructional assistants have stepped forward and said 'I can do that, I know about this and I want to share this information with my colleagues.' It has

been an incredible learning opportunity for all of us."

Mary Ann Jacobs, a teacher at Dixie Heights High, said the academy affected her teaching strategies right away. "During the year you don't really have time to talk with your colleagues about broad ideas because you're too busy with the details of every day. I think this helps everybody to get the same philosophy of teaching and that's important," she said. "I actually came up with a couple of projects I'm going to do in class this year. I then went to a grant writing workshop to try and get some money to fund the things I want to do."

In one session at the academy, kindergarten and preschool teachers rolled up their sleeves and got down on the floor to craft literacy lessons for their young students. It was a real hands-on opportunity for the teachers that emphasized the skills they need to develop literacy programs in the preschool classroom.

A "resource-a-rama" gave educators a chance to connect with a variety of community agencies and organizations that have education programs. Teachers learned about scouting programs and resources available through the chamber of commerce, hospitals, the health department and community education that they could use in their classrooms.

"For some of our teachers, they're reaffirming things that they have already learned and will go back recharged with a new zest and zeal. For some, it's new learning and new strategies. But the greatest thing is that they realize they can make a difference," said Cook.

Contact: Earl Hughes or Teresa Wilkins, (859)344-8888, [ehughes@kenton.k12.ky.us](mailto:ehughes@kenton.k12.ky.us) or [twilkins@kenton.k12.ky.us](mailto:twilkins@kenton.k12.ky.us)



Photo by Rick McComb

### Carved in limestone

Artist William Duffy shows Chenoweth Elementary student Ashley Keeling how to sculpt her design using a mallet and chisel into a limestone column that is part of a sculpture for the school's outdoor classroom. Duffy developed the theme, "Many Families under One Roof," and worked with students at the Jefferson County school to incorporate their land, water and sky designs in the sculpture. The project is a collaboration of 5th-grade art and science classes, the PTA and the Kentucky Museum of Art + Design.

## VIRGINIA from Page 1



Fox

opment Cabinet and the Council on Postsecondary Education will comprise the new Education Cabinet.

Fox helped launch KET in 1968 and helped transform it into the largest PBS member network in the country. In

working with KET, Fox became the first and only female CEO of a national organization in public broadcasting. She served KET from 1991-2002.

She is the creator of the first National ITV (Instructional TV) Satellite Schedule serving more than 23 million students annually.

She is the creator of SERC, the first public broadcaster/U.S. Department

of Education interstate consortium for distance learning, and is the founding director of the Organization of State Broadcasting Executives.

"My primary focus has always been to help provide a quality education for every person in Kentucky, and that is why I have joined this administration," said Virginia Fox.

"I believe Ernie and I share a common goal for education in Kentucky; one of improving access to education and information that will improve the lives of so many great people throughout the commonwealth. I know that we share a vision for Kentucky's future, and that is why I am honored that Ernie has asked me to serve on this team," she added.

Fox received her bachelor's degree in elementary education from Morehead State University and master's in library science from the University of Kentucky.



## AYP from Page 1

to provide 2003 AYP information for its schools and districts. The state also adopted a graduation rate formula for its high schools, as required by NCLB.

NCLB mandates that schools and districts be held accountable for the progress of subgroups – minority students, low-income students, students with disabilities, students with limited-English proficiency (LEP) – in reading and mathematics testing in grades 3 through 8 and rates of participation in testing. Schools also are held accountable for other academic indicators. For elementary and middle schools, that indicator is the CATS accountability index. For high schools, the indicator is the graduation rate.

A school or district may be considered by the U.S. Department of Education to be in need of improvement if certain conditions occur regarding the progress of subgroups or their participation rate. (See chart below.) If schools or districts that receive federal Title I funds do not make AYP in the same content area for two consecutive years, they face federal consequences, which include offering school choice and revising school improvement plans.

Each Kentucky school and district has a specific number of NCLB goals to meet in order to make AYP. Each grade level – elementary, middle, high and combined – has a unique Annual Measurable Objective (AMO) for reading and mathematics that schools and districts must reach in order to achieve AYP. That goal is based on overall statewide performance in 2002.

Schools and districts also may be in “safe harbor” if they do not meet the reading or mathematics AMOs, but do meet these criteria:

- reducing the percentage of total students or subpopulation (whichever group did not meet the reading or mathematics AMO) that score below proficient by 10 percent
- students in the same population or

subpopulation(s) meet the criteria for demonstrating improvement on the CATS academic index

A school or district in safe harbor is considered to have met the AMOs for reading and/or mathematics.

The number of goals varies depending on the sizes of subpopulations in each school and district. Subpopulation data is reportable only if it meets a minimum group size of 10 students per grade where NCLB-required assessments are administered and 30 students in those grades combined. The maximum number of goals is 25.

For school districts, the number of goals to meet ranges from 6 to 25, with only two of the state's most diverse school districts – Jefferson and Fayette – required to meet all 25 goals to make AYP. For individual schools, the number of goals to be met ranges from 4 to 21.

In the 470 schools that did not make AYP, 355 made 80 percent or more of their goals. Of the 268 schools that met the population criteria for African American students in reading, 22 percent (59 schools) did not make AYP for this student subpopulation. Of the 385 schools that met the population criteria for students with disabilities in reading, 53.5 percent (206 schools) did not make AYP for this student subpopulation.

Of the 267 schools that met the population criteria for African American students in mathematics, 28.5 percent (76 schools) did not make AYP for this student subpopulation. Of the 384 schools that met the population criteria for students with disabilities in mathematics, 36.2 percent (139 schools) did not make AYP for this student subpopulation.

Detailed information on the AYP status of each Kentucky public school and district is available by visiting the Department of Education's Web site at [www.education.ky.gov](http://www.education.ky.gov) and entering “AYP” in the keyword/search box.

## How AYP Works

1. In 2003, if a school missed the 95 percent participation rate requirement and/or missed making progress on the other academic indicator, the school will be subject to NCLB consequences if, in 2004, the school misses any of the following criteria:

- a. 95 percent participation rate
- b. progress on the other academic indicator
- c. reading annual measurable objective (AMO)
- d. mathematics AMO

2. In 2003, if a school missed only the reading AMO, the school will be subject to NCLB consequences if, in 2004, the school misses any of the following criteria:

- a. 95 percent participation rate
- b. progress on the other academic indicator
- c. reading AMO

3. In 2003, if a school missed only the mathematics AMO, the school will be subject to NCLB consequences if, in 2004, the school misses any of the following criteria:

- a. 95 percent participation rate
- b. progress on the other academic indicator
- c. mathematics AMO



Photo by Rick McComb

### *Giving her characters a voice*

T.C. Cherry Elementary student Aiyana King adds dialogue to a literary piece she expects to include in her writing portfolio. The high-level performance of all students at this Bowling Green Independent school helped the school earn No Child Left Behind Blue Ribbon School designation in 2003.

## NAEP results underscore Kentucky student progress

By Lisa Gross

[lgross@kde.state.ky.us](mailto:lgross@kde.state.ky.us)

The results of the 2003 national Assessment of Educational Progress (NAEP) brought good news about students in Kentucky public schools:

- In mathematics, 4th- and 8th-graders made gains when compared to the state's 2000 NAEP performance. The results showed 72 percent of 4th-graders and 65 percent of 8th-graders scored at the basic level or above.

- In reading, 4th- and 8th-graders scored above the national average. The results showed that 64 percent of 4th-graders and 78 percent of 8th-graders scored at the basic level or above.

The scale score for 4th-graders in mathematics was 229, ten points higher than in 2000. The scale score for 8th-graders was 274, four points higher than in 2000.

The scale score for 4th-graders in reading was 219, three points higher than the national average. The scale score for 8th-graders was 266, five points higher than the national average.

“Overall, the news is good. The gains in reading are keeping pace with national gains, and more students in both grades are at higher levels of achievement than in 2000,” said Education Commissioner Gene Wilhoit. “Even though the over-

all reading scores don't show large gains, the fact that both our 4th- and 8th-graders are outscoring the nation, on average, is news to celebrate. It shows the state's focus on reading — particularly at the early grades — is paying dividends.”

Wilhoit voiced concerns about the exclusion rates of Kentucky students for the NAEP assessments. NAEP does not allow all the accommodations Kentucky students with disabilities and those considered to have limited English proficiency need and are allowed to use on the state's annual tests. This increases the number of Kentucky students whose performance is excluded from the test.

This year's assessment marks the first year NAEP was administered to all states under the federal No Child Left Behind Act (NCLB). Under NCLB, states applying for Title I funds must indicate that they plan to participate in the annual assessments.

For more information about the NAEP results, the skills students demonstrate on the test and an explanation of exclusion rates, go to the Kentucky Department of Education's Web site at [www.education.ky.gov](http://www.education.ky.gov) and click on News Room. Select “Press Releases/Advisories” and click on 03-066 for mathematics and 03-067 for reading.



# Leadership Letter

Compiled by Joy Barr  
jbarr@kde.state.ky.us

## State testing program gets high marks in national study

A recent study, "Mixed Messages — What State High School Tests Communicate About Student Readiness for College," which the authors call the first-of-its-kind, looks at the degree to which state tests are aligned with standards for success in entry-level university courses. In a comparison of 20 states, Kentucky comes out looking very good.

The authors rate the Kentucky Core Content Tests in mathematics, reading and on-demand writing. Out of 13 letter grades, Kentucky received five As, seven Bs and one C. Of the 20 states in the study, only Oregon and Missouri had more As than Kentucky.

The letter grade system rates how state tests prepare students for success in college:

- an A means the test has greatest potential for providing information on post-secondary readiness

- a B means the state should examine the test more closely to see if it has the potential to provide that information

- a C means the state test "may be of high quality and quite appropriate for a state's purposes" but is of limited potential as an indicator of success in college.

Visit <http://cepr.uoregon.edu/MixedMessages> to download the full study.

## Partners for Kentucky's Future

The Kentucky Board of Education is part of the statewide effort known as Partners for Kentucky's Future, a coalition of more than 50 statewide education advocacy groups and institutions. Efforts of this group provide a united advocacy effort on behalf of Kentucky education.

Last January, the Partners called upon the Gov. Paul Patton and the General Assembly to recognize the importance of adequately funding education efforts from early childhood through adult education. More recently, the Partners launched a grassroots campaign to build public and legislative support for adequate funding for education at all levels.

To learn more about Partners for Kentucky's Future and its programs, go to [www.partnersforkyfuture.com](http://www.partnersforkyfuture.com) on the Internet.



Photo by Rick McComb

### Leadership in action

Sara Elaine Farris, left, Anthony Ray Sanders and Youlanda Washington talk with Kentucky Board of Education chair Helen Mountjoy about their experiences as members of the Minority Superintendent Intern Program. Each intern serves one year as an assistant to a superintendent to gain experience with all aspects of leading a public school district. Kentucky currently has no minority school superintendents in its 176 districts.

## Snapshot of education

The U. S. Department of Education has released its 2003 report, "The Condition of Education." The report provides special analysis of children's reading achievement and classroom experiences in the first two years of primary.

The report also presents indicators of important developments in education throughout the country. Indicators include: student learning, teaching/academic trends, educational attainment levels, college demographics and completion rates, and societal support for education. The report is prepared by the National Center for Education Statistics (NCES).

On the Web: <http://nces.ed.gov/programs/coe>

## Principles for principals

"e-Lead" is a free Web resource that provides states and school districts with information about professional development for school principals. The resource is a partnership of the Laboratory for Student Success and the Institute for Educational Leadership.

e-Lead has identified six principles to guide the professional development of principals. In addition to these guiding principles, the Web site houses a searchable database of quality programs. A leadership library offers annotated information about a number of leadership development issues and links to the latest information and resources.

On the Web: [www.e-lead.org](http://www.e-lead.org)

## Appointments to LSAC

The Legislative Research Commission recently made four new appointments to fill vacancies on the Local Superintendents Advisory Council (LSAC). Four superintendents were reappointed to the council.

New LSAC members are Lonnie Anderson, Whitley County Schools, representing the 3rd Supreme Court District; Dallas Blankenship, Scott County Schools, representing the 5th Supreme Court District; Stephen F. Jackson, Owsley County Schools, representing the 7th Supreme Court District, and Dale Brown, Warren County Schools, at-large member.

Reappointed to the council are Stuart M. Silberman, Daviess County Schools, representing the 2nd Supreme Court District; Stephen Daeschner, Jeffer-

son County Schools, representing the 4th Supreme Court District; Elizabeth Grause, Ludlow Independent Schools, representing the 6th Supreme Court District, and Leon Mooneyhan, Shelby County Schools, at-large member.

The Council advises the Commissioner of Education and the Kentucky Board of Education on the development of regulations and major education policies.

## Web archive of messages

The Kentucky Department of Education's Web site now provides an archive of messages sent from Education Commissioner Gene Wilhoit to district superintendents. The Web page is appropriately called "Messages to Superintendents" and is updated each time the commissioner sends a new message to all superintendents advising them of programmatic and/or policy issues that affect local districts.

To access the messages, go to the department's Web site at [www.education.ky.gov](http://www.education.ky.gov) and type the word "messages" in the keyword/search box. Click on "Messages to Superintendents" under the "Top Hits" heading. Messages from the commissioner appear by subject, from the most recent to the oldest. The archive dates back to Oct. 1, 2003.





Neal Carrington, physical education instructor at the Kentucky School for the Deaf, helps student Brianna Coleman tag and release a monarch butterfly.

# Students learn as butterflies grow and fly away

By Joy Barr

[jbarr@kde.state.ky.us](mailto:jbarr@kde.state.ky.us)

This fall, the hallways at Kentucky School for the Deaf in Danville were filled with drawings of monarch butterflies, stories about butterflies and an occasional butterfly spreading its wings in flight. Butterflies infiltrated all aspects of the preschool through 4th-grade curriculum at the Walker Hall Elementary Department — from writing and art to science and mathematics.

"I was washing clothes one evening at the local laundry and read a magazine article about a program at the University of Kansas called 'Monarch Watch,'" said Neil Carrington, physical education teacher. "I thought this would be a good experience for all the students at the school and decided to find out more."

After investigating the Monarch Watch program, Carrington proposed the idea to several students and teachers. Everyone became excited, and classes soon began studying the monarch and its annual migration from North America to Mexico.

One class found a patch of milkweed, the only plant where the female monarch lays her eggs, in a large field on the school campus. A week after Carrington and the students started collecting the caterpillars, the grounds crew mowed the field and destroyed the larvae's food source. The students were very unhappy.

The mowed field prompted Debbie Gresham's 4th graders to write persuasive letters asking Mr. Kerns, the grounds supervisor, to delay mowing the large school-owned field and protect the caterpillar's food source.

"This was the easiest persuasive letter the students had written because they connected to it emotionally," stated Gresham.

Students turned a trophy case at the school into a "waiting room" for the expected butterflies and watched as the monarchs emerged. Classes took pictures and videotaped the transformation from caterpillar to chrysalis then finally to the adult butterfly. They kept logs to chart each stage of development.

"It was a collaborative study involving the entire school. The study of butterflies was incorporated in all subject matter," said Carrington, the physical education teacher.

After the butterflies emerged, students tagged each adult butterfly with a small numbered sticker provided by the University of Kansas before releasing them. The stickers identified the butterflies as coming from Danville.

The students and their butterflies will become part of a larger scientific study at the University of Kansas. When a monarch is recovered, the data from the sticker is sent to Kansas where it is compiled in an annual report that lists all the sites where butterflies were tagged and recovered.

About 1 percent of the tagged butterflies are located and reported.

About the time of the butterfly release, a teacher at Kentucky School for the Deaf died in an automobile accident. On the day of the teacher's funeral, students selected and tagged a butterfly, which they released in honor of the teacher.

Students had learned during their course of study that in many Native American cultures, butterflies are considered the spirits of the deceased. According to Mexican legend, butterflies returning to the country are thought to carry the ancestor's soul and play a role in Dia de los Muertos (Day of the Dead) celebrations.

Donna Schepman, speech teacher, said "This has been a great opportunity for each of the students. Everyone has been

touched and will long remember the actual hands-on experiences much longer than studying about butterflies in a book."

The students also are participating in a symbolic monarch migration. Kentucky School for the Deaf students created paper butterflies and sent them to Mexico as the newly hatched butterflies were in flight toward Mexico. Students from Mexico will return the paper butterflies this spring when the monarchs leave that country and migrate north. Each butterfly will carry a special message from the Mexican students to the Kentucky students who made them.

Visit [www.MonarchWatch.org](http://www.MonarchWatch.org) for information about the Monarch Watch program at the University of Kansas.

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## Why study monarchs?

The elementary students at the Kentucky School for the Deaf are helping scientists answer questions about the fall migration of monarch butterflies. Unlike most other insects in temperate climates, monarchs cannot survive a long, cold winter. Monarchs from this area fly south to forests in the mountains of Mexico for the winter.

They travel up to 3,000 miles to the same winter roosts each year even though none of the butterflies have ever been there before. They are the great, great grandchildren of the butterflies that left Mexico the spring before. How they find the same wintering sites every year is an as-yet unsolved mystery.

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